



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

The volume presents a philosophy which is democratic, a program which is all-inclusive, and conclusions which are optimistic. The farm, shop, business, and home are discussed in their relations to the school, and it is shown where and how the school is to serve them.

Perhaps the most original material is to be found in the chapters on "Extension and Correspondence Work" and "The Library and the Worker." An inspiring vision is given of a continuous educational process for all the people when the functions of the library shall have been fully developed to meet the occupational needs of the youth and the adult.

FRANK M. LEAVITT

UNIVERSITY OF CHICAGO

---

*Mediaeval Italy during a Thousand Years.* By H. B. COTTERILL.  
New York: F. A. Stokes Co., 1915. Pp. xxviii+566. \$2.50.

Mr. Cotterill has written this handbook evidently more for the instruction of the layman than for the edification of the scholar. Since he has chosen this less critical public, it would be unjust, of course, to judge him by the canons of research scholarship. But even within the limits which he has chosen, his book has grave shortcomings.

The volume is frankly a compendium of well-known facts, its claims to usefulness being that it brings together in one volume a mass of material for which an interested reader must generally seek in a number of textbooks. The project of thus bridging the gap between the Roman Empire and the height of Middle Ages is laudable. This is a period of Italian history which has received but scanty attention from the writers of textbooks, except in so far as Italian politics dovetail with the history of the Holy Roman Empire. It is the execution of the project that leaves much to be desired.

Faced with the problem of distilling the essence of the centuries of "confusion worse confounded" of mediaeval Italian history, the author has apparently experienced great difficulty in keeping his facts in proper perspective. Facts he has given us in abundance. There are over five hundred pages of facts, neatly blocked out into periods; yet the book fails. The book fails because the author has not seen fit to co-ordinate his heavy load of facts, to trace for his readers the growth and the continuity of mediaeval Italy. He gives us the mosaic scraps, which we are expected to arrange for ourselves into a glowing picture, but he does not himself paint it for us. Unfortunately the lay reader does not possess the training in historical science which will enable him to form the composite picture. By scattering what he calls his political outline into five blocks, divided according to periods, through the book, the author effectively prevents the reader from forming any impression of continuous social, political, or economic growth. In fact, he has hardly indicated the real significance of the rise of the cities, of the economic expansion of Italy, or of the relations with Byzantium and the Levant.

Mr. Cotterill has further lessened the value of his book by the very facts and factors which he does accentuate. The first 122 pages on the Roman Empire can be found in better form in almost any short history. The author has given so much attention to the "Germanic" empire, in the later parts of his work, that he has been forced to slight his chapters on such peculiarly Italian topics as the Lombard and Tuscan cities, the great seaports, and others. The Norman kingdom in Sicily and Southern Italy gets very scant space, and the relations with the Greek empire almost none.

There is no need to quarrel with the facts presented; they are evidently on good authority. But even if the book is written for the layman, it might at least try to interpret Italian history, if it were only to make the main outlines apparent to the reader unfamiliar with them.

NORMAN S. PARKER

UNIVERSITY OF CHICAGO

---

*Problems in Elementary School Administration.* By FRANK P. BACHMAN. New York: School Efficiency Series, World Book Co., 1915. Pp. x+274. \$1.50.

There are two large divisions of this book. The first, Part I, deals with the present educational efficiency and economy of the intermediate school, and the educational opportunity afforded by it. Part II is concerned with the progress and classification of pupils. The author's method is the objective, the statistical one.

Figures representing the results in New York City schools show that, both in keeping pupils from dropping out of school and in promoting them, the intermediate schools have shown a substantial gain over the schools which still have the seventh and eighth grades included in the elementary school. They are also more economical, requiring fewer classrooms, shops, cooking-rooms, gymnasiums, and teachers. The first of these schools were established in New York City in 1905, to relieve congestion in some of the grade buildings, and they still fulfil this function among other more important ones.

Although the author finds the intermediate schools, as organized and administered in New York City, superior to the eight-grade elementary schools in the respects mentioned, he is by no means satisfied with them. He would have the intermediate school, not as a mere method of grouping for reasons of economy, nor even for keeping pupils from dropping out of school and speeding them through the grades. In all this they are doing good service; but the author thinks that he sees a larger reason for their existence. The strongest demand for such an organization is based on the peculiar needs of girls and boys at particular ages, especially at the age of adolescence. To provide a broader field of choice for pupils at this critical age, to make more adequate provision for both sexes, to allow advancement by subjects—these are some of the larger aims toward which Bachman would have the intermediate school work.